

Quality Progress Report (QPR) For Oklahoma FFY 2020

1) Overview

To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 1484

☐ N/A

Describe:

b. Legally exempt family child care (care in providers' home) #

☒ N/A

Describe:

Lead agency does not track legally exempt family child care (care in the provider's home).

c. Licensed center-based programs # 1431

☐ N/A

Describe:

d. Legally exempt center-based programs # 12

☒ N/A

Describe:

These twelve programs are either military or tribal.

e. In-home (care in the child's own home) # 7

☐ N/A

Describe:

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

The Lead Agency continues with initiatives including training and professional development, technical assistance, stipends awarded for targeted professional development and formal education, increased scholarship opportunities, and higher reimbursement rates. The lead agency will conduct provider surveys within the next reporting period for input from providers on additional needs. The Oklahoma Quality Rating and Improvement System (QRIS) participation is at 58.6% participation during FFY 20.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

☒ Yes.

If yes, describe:

Oklahoma continues tracking professional development and educational progression through the Oklahoma Professional Development Registry (OPDR). Educational and professional development information is collected when registrants apply initially and updated as additional professional development is obtained and as individuals reapply to remain current on the OPDR. This information is used to verify compliance with licensing requirements.

☐ No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?
Describe:

2.1.2 Are any teachers/providers required to participate?

☒ Yes.

If yes, describe:

Child care program directors are required to be members of the Oklahoma Professional Development Registry (OPDR) and must have a current Oklahoma Directors Credential (ODC). Staff employed in these programs as well as volunteers with responsibility to care for children must be current members of the OPDR. Directors ensure the program is registered as a direct care organization and that personnel are compliant with OPDR requirements. Primary caregivers and full time personnel of licensed child care homes participating in the state Quality Rating and Improvement System (QRIS) are required to be current members of the OPDR.

☐ No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 20269

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how

many people received each type of support?

- ☐ Scholarships (for formal education institutions)
1482
- ☐ Financial bonus/wage supplements tied to education levels
191
- ☐ Career advisors, Mentors, Coaches, or Consultants
15
- ☐ Reimbursement for training
0
- ☐ Loans
0
- ☒ Other.

Describe:

Twenty one Child Development Associate (CDA) Asssment Scholarships were awarded arded through Scholars for Excellence in Child Care. One hundred and ninety-one (191) child care providers earned stipends based on completion of certain educational requirements. The stipends could be earned by satisfactory completion of "bundled" training courses in either Infant/Toddler, Preschool, or School-Age selected courses that met the criteria and were considered formal approved trainings.

- ☐ N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

- ☐ Yes.

If yes, describe:

- ☒ No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 118

#: 118
%: 18.32

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 97

#: 97
%: 15.06

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 81

#: 81
%: 12.58

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 124

#: 124
%: 17.08

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 1

#: 1
%: .16

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience

teaching appropriate age group?

☐ Unknown

Describe:

#: 6

%.42

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 335

%.9.58

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 160

%.4.59

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 158

%.4.53

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 264

%.7.75

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 5

#: 0.14

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

#: 10

#: 0.29

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 26

#: 9.32

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 21

#: 7.53

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 7

#: 2.51

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 15

#: 5.38

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 0

#: 0.0

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

#: 0

#: 0.0

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 301

#: 23.28

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 206

#: 15.93

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 100

#: 7.73

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 444

#: 34.34

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 1

#: 0.08

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

#: 15

#: 1.16

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 1172

#: 12.04

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 398

#: 398
%: 4.09

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 267

#: 267
%: 2.74

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 1102

#: 1102
%: 11.32

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 22

#: 22
%: 0.23

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

#: 29

#: 29
%: 0.27

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

☐ Unknown

Describe:

#: 184

#: 19.51

b) How many had an Associate's degree in an early childhood education?

☐ Unknown

Describe:

#: 66

#: 7.

c) How many had a Bachelor's degree in an early childhood education?

☐ Unknown

Describe:

#: 15

#: 1.59

d) How many had a State child care credential?

☐ Unknown

Describe:

#: 35

#: 3.71

e) How many had State infant and toddler credentials?

☐ Unknown

Describe:

#: 1

#: 0.11

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

☐ Unknown

Describe:

#: 0

#: 0

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

☒ Yes.

If yes, %: 35

☐ No

☐ N/A

Describe:

Oklahoma Human Services and Child Care Services set aside funds to support professional development, training and education of the workforce through contracted partners.

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

2.10.3 Did the State/Territory spend at least some of the increased CCDF funds from the

Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

☒ Yes.

If yes, describe:

Lead Agency increased the number of stipends for child care personnel who earn certificates of achievement by completing specific professional development related to the age of children in care and to those who earn certificates and degrees by completing approved college coursework. Additional free training was made available to child care providers. During this reporting period 86 free training events were conducted with 1,269 participants .

☐ No

☐ N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

2.11 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Lead Agency will evaluate the content of professional development through evaluations of training offered through the Oklahoma Professional Development Registry (OPDR) making changes as needed. Professional development will continue to be reviewed by competencies to determine which content areas require an increase in the number of training events offered. Additional professional development opportunities have been added to ensure that

all areas are available. The Lead Agency reviewed training events and increased offerings focused on infant and toddler care, preschool care, and school-age care. Based on review of need, additional training on children and resiliency and quality in child care.

Courses offered by the Center for the Early Childhood and Professional Development resulted in 90,154 attendees in 2,759 formal training events offering 23,757 formal training hours for a total of 576,398 professional development hours received. These individuals indicated an average of 23.3% increase in knowledge. One thousand four hundred eighty one scholarships for formal education were offered during this time with 191 degree and or certificate completions. The CECPD hired curriculum developers with Lead agency funds to continue improving access to quality training and professional development.

Safe Kids (Child Passenger Safety Training) conducted 6 onsite and one virtual training with 111 total participants, having an average improvement of 72% between pre and post test scores.

Child Care Resource and Referral (CCR&R) staff complete Quality Improvement Plans when technical assistance (TA) is provided to child care providers. CCR&R staff must submit 3 unduplicated Quality Improvement Plans for review by the Oklahoma Child Care Resource and Referral state office staff for review and comments. There were 206 programs receiving TA visits from CCR&R staff from April 1, 2020 to September 30, 2020 with a total of 56 increases in statewide star ratings. For FY 2020 from October 1, 2019 to September 30, 2020, there were a total of 283 programs receiving TA visits from CCR&R staff and a total of 121 increases in statewide star ratings. Some of the 121 increases to star ratings received TA from CCR&R staff, and others from QRIS staff, licensing staff, other providers, etc. Some providers received TA from more than one organization.

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

There were no additional revisions to Oklahoma's Early Learning Guidelines (ELG) for 3-5 year olds or for Oklahoma's ELGs for Infants, Toddlers and Twos. They both were previously revised to align with the new Head Start Standards Framework and with the new Oklahoma Academic Standards (previously called Priority Academic Skills). During this time period, the focus was on making professional development for ELGS (a requirement for many programs participating in the QRIS system) more accessible. Both trainings had content delivery changes developed to provide the courses in an online format. The importance of the information received in ELG trainings needed to be continually available, even in a Pandemic. The online training is available through the Center for Early Childhood Professional Development, a partner agency working with Oklahoma's Child Care Services, hosting the Professional Development Registry and the Statewide Training Calendar.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

☒ Yes.

If yes, %: 1

☐ No

☐ N/A

Describe:

Total spent on ELG was \$34,253: \$16,421 for Curriculum; \$16,642 in Educator payments for delivering training; and \$1,190 for shipments of training materials.

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

3.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on developing or implementing early learning and development guidelines?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Lead Agency continues supporting provider's education in receiving training and technical assistance related to Early Learning Guidelines (ELG) in programs participating in the state Quality Rating and Improvement System (QRIS). Licensing Specialist offer

technical assistance on ELG to all programs participating in QRIS on lesson planning and use of appropriate materials and activities. Nine hundred thirty individuals received ELG training in Oklahoma during this reporting period. This had a direct impact on 355 licensed programs and potential impact on 11,142 Oklahoma children.

4) Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Oklahoma defines high quality programs as those programs participating in the Quality Rating and Improvement System (QRIS) at the 2 and 3 Star level. Additional Star levels are being considered and will include provider input and approval from the Child Care Advisory Committee with inclusion of additional quality criteria. Maintaining compliance at those levels is accomplished by satisfactorily meeting Star criteria and minimum licensing requirements through a minimum of three licensing monitoring visits and three QRIS criteria reviews

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- ☐ Yes, the State/Territory QRIS is now operating State/Territory-wide
- ☐ Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- ☐ Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- ☐ Yes, the State/Territory no longer has a QRIS.

- ☒ No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- ☐ Yes
- ☐ Added licensed family child care
 - ☐ Removed licensed family child care
 - ☐ Added legally exempt family child care (care in providers' home)
 - ☐ Removed legally exempt family child care (care in providers' home)
 - ☐ Added licensed center-based programs
 - ☐ Removed licensed center-based programs
 - ☐ Added legally exempt center-based programs
 - ☐ Removed legally exempt center-based programs
 - ☐ Added in-home (care in the child's own home)
 - ☐ Removed in-home (care in the child's own home)
 - ☐ Other.

Describe:

- ☒ No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

- ☒ Yes

Describe;

Participation in the state Quality Rating Improvement Systems (QRIS) at a one star plus, two or three star level is mandatory for Family Child Care Homes operating on permit status, to receive subsidy payments. All Child Care Center programs receiving subsidy payments must participate in the state QRIS program at a one plus or higher to receive child care subsidy payments. All licensed child care programs are rated.

- ☐ No
- ☐ N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 511
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 1049
- d) Legally exempt center-based programs # 12
- e) In-home (care in the child's own home) # 0

☐ N/A

Describe:

There are te;ve military and tribal programs.

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 9188
- b) 3 years up to kindergarten entry # 7924
- c) School Aged (post kindergarten entry) # 11209
- d) Other. Describe:

Descriptions for above include the number or children receiving hight quality care in two and three start programs.

☐ N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 32.4
- b) 3 years up to kindergarten entry % 27.9
- c) School Aged (post kindergarten entry) % 39.5
- d) Other. Describe:

Descriptions for above include the number or children receiving hight quality care in two and three start programs.

☐ N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

1342

☐ N/A

Describe:

ii. Licensed Family Child Care Homes:

1465

☐ N/A

Describe:

iii. License-Exempt Providers:

12

☐ N/A

Describe:

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

☐ N/A

Describe:

1342

% 100

ii. Licensed Family Child Care Homes:

☐ N/A

Describe:

1465

% 100

iii. License-Exempt Providers:

☐ N/A

Describe:

12

% 100

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

☐ Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

☒ No

☐ N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

☐ Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #

- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): #

☒ No

☐ N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 42
- b) Licensed Family Child Care Homes: # 42
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

The Child Care Resource and Referral (CCR&R) staff across the state worked with 283 centers or homes towards Stars Advancement. Approximately 121 centers and homes moved up from their current star rating to a higher rating during this time period.

Scholars for Excellence in Child Care Programs provided technical assistance to child care providers in a total of 3,296 TA events: Site Visit with Technical Assistance was 1,000; Technical Assistance Other was 376; Email Technical Assistance 861; Text Message Technical Assistance 652; and Phone Call Technical Assistance 427. Due to restrictions related to in person visits due to the Pandemic, the method of ongoing technical assistance had to adjust to what was allowed by guidance from the Oklahoma State Department of Health. 89% of total TA's were related to child care centers and 11 % were related to Family Child Care Homes.

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year?

If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

☒ Yes

- a) Licensed center-based programs: # 199
- b) Licensed Family Child Care Homes: # 32
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 12
- e) In-home (care in the child's own home): # 0

☐ No

☐ N/A

Describe:

Legally exempt center based programs were all either military or tribla child care programs.

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

☒ Yes.

If yes, %: 100

☐ No

☐ N/A

Describe:

100% of the Oklahoma Department of Human Services, Child Care Services (OKDHS/CCS) quality set aside funds are used to support Quality Rating and Improvement Systems (QRIS). This includes our contracted partners and 1/3 of the cost associated with Licensing.

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

4.12.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

☒ Yes.

If yes, describe :

Lead agency increased subsidy payment for high quality programs participating at a 3 star level caring for children 0 to 3 years of age to the 75th percentile. Additional stipends were added for individuals who have completed professional development and achievement.

☐ No

☐ N/A

Describe:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

☐ Yes.

If yes, describe :

☒ No

☐ N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

For FFY 2020, the regions spent a total of 89.33 hours conducting 75 TAs on Stars Advancement with 121 increases in star rating during the fiscal year. Child Care Resource and Reerral (CCR&R) Technical Assistance Specialists will continue to work with programs to advance levels of quality including 1 Star, permit facilities, and Early Head Start/Head Start programs to meet QRIS criteria at each level. Compliance with QRIS is reviewed three times annually. CCR&Rs also document attainment of goals and progress from the TAs provided. A professional development stipend has been added that will focus on Quality Child Care with training topics centered on the state QRIS criteria. Twelve Quality Coaches have been training during this reporting period and will work with programs participating in the state QRIS program and will work to focus on improved care for children in care.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers #
- b) Number of Specialists available to providers serving CCDF children #
- c) Number of infant toddler specialists available specifically trained to support FCC providers #
- d) Number of providers served #
- e) Total number of children reached #

☒ N/A

Describe:

There are no state funded Infant Toddler Specialists in Oklahoma.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

☒ N/A

Describe:

There are no state funded coaches in Oklahoma.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

☒ N/A

Describe:

There are no state funded professionals from question 5.2.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State #
- b) Consultants available to providers serving CCDF children #

☒ N/A

Describe:

There are no state funded infant and toddler health consultants in Oklahoma.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

☐ Yes

(please provide link)

☒ No

☐ N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

a) Number of staffed FCC networks: #

Describe what the hub provides to participating FCC providers:

☒ N/A

Describe:

Lead agency does not fund any Family Child Care networks.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

☒ Yes.

If yes, %: 16

☐ No

☐ N/A

Describe:

A total of \$479,074 was spent through CECPD related to Infant Toddler: \$16,421 on Curriculum, \$16,642 for Educator Payments, \$811 on Shipments of materials and \$445,200 on stipends.

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☒ Yes.

If yes, describe:

The lead agency increased subsidy payment for high quality programs participating at a 3 star level caring for children 0 to three years of age.

☐ No

☐ N/A

Describe:

5.7.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

☒ Yes.

If yes, describe:

The lead agency continue to support infant and toddlers through targeted professional development. Infant and toddler safe sleep training was provided to 5,362 caregivers for a total of 14,255 professional development hours. Certificate of Achievement infant and toddler was awarded to 1,920 providers for receiving target professional development. Statewide Infant toddler consultants consist of one program manager and eight specialist working throughout the state offering coaching and technical assistance to providers providing infant toddler care. This program continued through March of this reporting period when delivery of this program focus was placed on phone contact due Covid-19.

☐ No

☐ N/A

Describe:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

☒ Yes.

If yes, describe:

All programs receiving subsidy payments received an add on of \$5 extra per child, per day. Parent Co-pays were also paid by the lead agency.

☐ No

☐ N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Infant Toddler Care training through CECPD: Ten courses approved for the Infant Toddler Stipend had a total of 6,291 participants participate in one or more of these courses. 5,362 individuals completed Infant Safe Sleep training for a total of 14,255 hours. Through the Oklahoma Registry Certificate of Achievement, 740 individuals received this award by completing training and professional development specifically related to care of infants and toddlers with \$446,400 in stipends awarded to these individuals.

6) Establishing or expanding a statewide system of child care resource and referral services

Goal: State/Territory provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

The Lead Agency has contracted with Oklahoma Child Care Resource and Referral Association for statewide child care referral services to families, child care providers, and the public. Oklahoma has had an established statewide system of child care resource and referral services since 1999. An additional service added has been the Statewide Infant Toddler Consultant Network.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

☐ Yes

Describe:

☒ No

☐ N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

6.3.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to establish or expand a statewide CCR&R?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The Oklahoma Child Care Resource & Referral Association (OCCRRA) manages a network with six employees in the state office. OCCRRA contracts with 8 regional providers to serve all 77 counties in the state related to family, provider, and community services for child care.

A statewide parent referral call center receives inquiries from families needing information related to locating the child care availability to meet the needs of the child and the family. There are 3 Hispanic Services Specialists in the state and eight child care referral specialists, and 9 infant toddler specialists to provide services throughout the state.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

Goal: To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

☐ Yes.

☒ No.

If not, describe:

The lead agency previously conducted an alignment comparison of our state licensing requirements with Caring for Our Children Basics. The lead agency will consider future alignment as licensing requirements are revised.

b) Head Start

☐ Yes.

☒ No.

If not, describe:

Head Start representatives participated in the 2018 revision of Oklahoma's Early Learning Guidelines for Infants, Toddlers and Twos and the 2019 revision of Oklahoma's Early Learning Guidelines for Children Ages Three through Five. Lead Agency conducted alignment activities during this revision process. Participation of Early Head Start and Head Start committee members insured the guidelines did not conflict with Head Start Performance Standards. Revision to licensing requirements include Head Start/Early Head Start participants for inclusion and input. Licensing Standards and Head Start Standards do not conflict.

c) State pre-k

☐ Yes.

☒ No.

If not, describe:

Representatives from the Oklahoma State Department of Education participated in the 2018 revisions of Early Learning Guidelines (ELG) for Infants, Toddlers, and Twos and the 2019 revisions of Early Learning Guidelines for Children Ages 3-5years. The ELGs were reviewed to align with Oklahoma Academic Standards.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

☒ Licensing Standards

☒ Ongoing health and safety training or education

☒ Monitoring Protocols

☐ N/A

Describe:

Personnel working in programs licensed by the lead agency are required to complete training prior to caring for children alone. Topics include basic health and safety, infant safe sleep training when infants are in care and completion of CPR and First Aid training. Personnel in all program types must receive orientation in licensing standards and requirements as par of required orientation.

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

a) Licensed providers # 703

b) Licensed-exempt providers # 0

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?

Three days.

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 475

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 198

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 11

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 19

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

No additional information is available.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 4825
- b) Licensed family child care staff: # 5331
- c) Licensed exempt child care staff: # 0
- d) Licensed exempt family child care staff: # 0

☐ e) N/A

Describe:

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

☒ Yes.

If yes, %: 15

☐ No

☐ N/A

Describe:

The Licensing Specialists monitor for QRIS during their three unannounced visits per 12 months. One third of Licensing expenditures are considered quality set aside funds.

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

7.5.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☒ Yes.

If yes, describe:

Lead Agency continues to provide updated professional development for Child Care Services licensing staff regarding policy and licensing requirement revisions; including revisions pertinent to health and safety. On-going training also includes balance of regulation, consulting, complaint investigation, and quality assurance.

☐ No

☐ N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

In lieu of revocation of license licensing staff entered into a consent agreement with programs. The programs document in writing and demonstrate how they will go above minimum licensing requirements by providing a higher standard of child care. During this reporting period, nine programs were operating within a consent agreement. Of these, there are currently only three programs operating within these two boundaries with one going to negative sanctions.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

The lead agency has policies in place that require full time programs be monitored for compliance with licensing requirements a minimum of three times annually. Programs participating in the state Quality Rating and Improvement System (QRIS) are reviewed three times annually for stars criteria with at least one of those being a full review of all

qualifying criteria. To meet minimum licensing requirements, center based programs complete an annual equipment inventory. Programs participating in state QRIS also complete an annual self-assessment tool. Due to Covid-19 restrictions, the lead agency was not able to meet minimum program inspection with all licensed programs. A waiver was requested and granted. Processes are already in place for return to required program evaluations.

b) To measure effective practice, describe:

In addition to what is included above, all licensed child care programs complete a health and safety checklist annually.

c) To measure age appropriate child development, describe:

Lesson plans and daily activities are reviewed and evaluated during the licensing monitoring for minimum compliance with licensing standards. Programs must also evaluate the equipment used by children for age and development appropriateness. Screen time is limited in all program types.

d) Other, describe:

Programs participating in the state QRIS program complete annually the Oklahoma Self-Assessment measuring program effectiveness in key areas including developmentally appropriate practices.

☐ N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

All licensed programs are evaluated three times annually for compliance with minimum licensing requirements. In addition, programs participating in the state Quality Rating and Improvement System (QRIS) are reviewed an additional three times annually including two for specific quality criteria and once for all quality criteria. Programs participating in QRIS also ask the parents and personnel complete an annual survey evaluation for self-

assessment purposes. Due to Covid-19 restrictions, the lead agency was not able to meet minimum program inspection with all licensed programs. A waiver was requested and granted.

b) To measure effective practice, describe:

Licensing monitoring includes Quality Rating Improvement System (QRIS) criteria review and licensing compliance monitoring.

c) To measure age appropriate child development, describe:

Daily activities are reviewed and evaluated during the licensing monitoring for minimum compliance with licensing standards. Screen time is limited in all program types.

d) Other, describe:

Programs participating in the state Quality Rating & Improvement System (QRIS) complete the Oklahoma Self-Assessment annually which measures program effectiveness in key areas including developmentally appropriate practices.

☐ N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☒ Yes.

If yes, %: 19

☐ No

☐ N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

8.3.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

☒ Yes.

If yes, describe:

The lead agency invested in coaching personnel that were trained in Practice Based Coaching (PBC), Pyramid Model of social along with additional specialty training. These coaches will work with programs through a needs assessment to evaluate their practices and improve the overall quality of care that children receive. Oklahoma Child Care Resource and Referral personnel will jointly be participating in this coaching program as well.

☐ No

☐ N/A

Describe:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on evaluating the quality of child care programs in their state?

☐ Yes.

If yes, describe:

☐ No

☐ N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

As a result of increased technical assistance provided to programs by licensing staff during this reporting years, the overall Quality Rating and Improvement System (QRIS) participation rose 5%. Increased personal contact was made with programs as onsite monitoring was decreased during this reporting period due to the covid 19 pandemic. Programs still require three annual health and safety monitoring as well as three monitoring for QRIS criteria. Programs must continue to conduct program assessment using tools provided by the lead agency, and their own surveys. These are used to create goal setting for the next year. Individuals who complete a degree or credentialing program sponsored through the lead agency overwhelmingly state that the education has helped to improve the quality of care provided to children with 96% reporting this. The lead agency is working to improve its QRIS requirements with an overall effort to increase quality of care provided within the state to children.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers #
- b) Number of licensed FCC providers #
- c) Number of center based providers that serve CCDF children #
- d) Number of FCC providers that serve CCDF children #

☒ N/A

Describe:

The State does not track the number of providers working on accreditation; although, through assistance in increasing the program's Quality Improvement Rating System (QRIS) star level, accreditation is often part of the path to reach the 3 star level and may be addressed during technical assistance.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

☐ Yes.

If yes, %:

☒ No

☐ N/A

Describe:

Lead agency did not spend funds specifically allocated for accreditation.

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

9.2.3. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

☒ Yes.

If yes, describe:

The lead agency increased the 3 star rate for birth through 3 years of age to the 75th percentile. Coaches were hired to support the state QRIS participating programs.

☐ No

☐ N/A

Describe:

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support accreditation for child care providers?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The lead agency spent no fund on accreditation support during this reporting period.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☒ Yes.
- ☐ No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- ☒ Health, nutrition, and safety of child care settings
- ☒ Physical activity and physical development in child care settings
- ☒ Mental health of children
- ☒ Learning environment and curriculum
- ☒ Ratios and group size
- ☒ Staff/provider qualifications and professional development
- ☒ Teacher/provider-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☒ Other

Describe:

CCR&R provided 10 trainings on Program Planning, Development & Evaluation.

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

- ☒ Yes.

If yes, %: 1

- ☐ No
- ☐ N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

10.2.3 Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

☒ Yes.

If yes, describe:

The lead agency commits staff and resources to increase the state Quality Rating and Improvement Systems (QRIS) and will continue to do so. Through contracted partners, access to increased benefits is often dependent on QRIS participation with resources provided for the increased participation .

☐ No

☐ N/A

Describe:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support the development or adoption of high-quality program standards?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Lead Agency, in partnership with providers, is committing time and staff resources to increase Quality Rating and Improvement Systems (QRIS) standards. The QRIS standing sub-committee, consisting of licensed programs participating in the state QRIS, work with licensing personnel on improving QRIS policy and procedures. Partner agencies provided trainings targeted in these areas. The Center for Early Childhood and Professional Development (CECPD) provided 111,983 professional development hours of health, safety and nutrition, the resource and referral provided 172 trainings targeting this area as well. Sixteen relating to physical activity and development. Mental health consultants conducted a total 183 visits.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible:

Primary caregivers and master teachers working in programs participating in the state Quality rating and Improvement System (QRIS) must complete Oklahoma Early Learning Guidelines (ELG). Within this last reporting period, 930 individuals completed this training with the potential to impact 11,142 of Oklahoma's children. New online versions of this pre-school ELG was created to provide this professional development opportunity to even more child care providers with a greater impact on children in care. ELG training is available to all

providers within the state. Licensing personnel use ELG and developmentally appropriate practice in evaluating and assisting programs with lesson plans for all ages of children. All providers participating in QRIS are eligible for training stipends by obtaining targeted professional development to improve the overall quality of care in programs. During this reporting period, two additional topics have been added to include: infants and toddlers, pre-school, out of school time, quality programs and resiliency in childcare. During this reporting period, a total of 1,367 certificates of achievement were awarded. Oklahoma also began laying the groundwork for implementation of Oklahoma Child Care Wage Supplement program that rewards individuals working in programs participating in the state QRIS program with financial incentives for obtaining professional development and education and maintenance of Oklahoma Professional Development Ladder level (OPDL) and working within the same program. These program will offer better care to children through continuity of care with providers and a better trained workforce offering higher quality of care. Infant Safe Sleep training was received by 5,362 providers and program personnel. Three hundred thirty three hours of Mental Health Consultation was provided through the Center for Early Childhood Professional Development (CECPD). The lead agency has invested into staff who will act as coaches working with licensed programs within the state using the Practice Based Coaching model to work with program personnel on the Pyramid Model of social and emotional support for children.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

☒ Yes.

If yes, describe it :

and check which types of providers were eligible and number served:

☒ Licensed center-based programs

845

☒ Legally exempt center-based programs

540

☐ Licensed family child care

#

☐ Legally exempt family child care (care in providers' home)

#

☒ In-home (care in the child's own home)

653

☐ Other

(explain)

the following opportunities designed to sustain the child care industry were made available during this reporting period. The Child Care Resource and Referral regions purchased PPE to distribute to families within their regions as well.

- Sixty days of paid child care for job search for families who lost employment due to Covid-19.
- Added five dollars to subsidy rate per child per day based on attendance.
- Three additional absent days for March and April paid to providers.
- Scholars for Excellence in Child Care covered the 20% that the scholar typically has to pay (spring and summer semesters).
- Increase amount director can make per hour to qualify for scholarship.
- Free training opportunities through OU-CECPD.
- CECPD funded to hire two curriculum developers to focus on on-line learning.
- Technology grant, up to \$3000 (Governor's CARES 1,293,000).
- Paid parent co-pay until "state of emergency" ends. So far Apr, May, June and July.
- "Kith Care", in-home relative child care paid by DHS for emergency responders. No financial eligibility required.
- Renewals coming due during April, May, and June were extended for 12 months for all families.
- All school age children were approved for the weekly rate starting April 1.
- Exempt unemployment benefits authorized through the CARES Act from consideration when determining eligibility for child care subsidy.
- Stipends being awarded with 30 hours of professional development instead of 40.
- Temporarily waive income eligibility requirements for those included in the expanded definition of protective services during the state's COVID-19 emergency response.
- Sustainability grants for licensed child care centers and homes. The funding was provided by the Governor's Care Funding \$9,340,630.

☐ No

☐ N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus

Disease 2019 (COVID-19) pandemic?

☒ Yes.

If yes, describe âl :

The CCR&R regions made purchases of PPE and distributed them to facilities within their regions. The lead agency provided a Covid-19 PPE and cleaning supply reimbursement program.

and check which types of providers were eligible:

☒ Licensed center-based programs

☐ Legally exempt center-based programs

☒ Licensed family child care

☐ Legally exempt family child care (care in providers' home)

☐ In-home (care in the child's own home)

☐ Other

(explain)

☐ No

☐ N/A

Describe:

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

☒ Yes.

If yes, %: 15

☐ No

☐ N/A

Describe:

The lead agency spent quality dollars on the Resource and Referral, Warmline, Health

Inspections and Coaches.

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

11.2.3 Did the State/Territory use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

☐ Yes.

If yes, describe:

☒ No

☐ N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

a) Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

During this reporting period, there were two serious injuries to children while being cared for in child care programs and four serious injuries in family child care homes. There was one death in a family child care home and none in a child care program. Licensing investigated a total of 703 complaints.

The Lead Agency continues to conduct monthly meeting where policy, requirements and field input are reviewed for changes to policy, requirements and processes. Management staff meet bi-weekly to review, discuss and update procedures. Research and trends in licensing are used to determine further input into changes in these areas. Through the state Child Care Advisory Committee, Lead Agency conducts quarterly meetings to receive input from licensed programs, partner agencies, and the public. Standing sub-committees from this group and licensed providers, assist the agency in determining possible changes to our policy and requirements. All licensed child care programs are sent a bi-annual survey which requests anonymous input into Lead Agency policies and practices as well. Policy changes are completed annually based on this input and any legislative changes. The Lead Agency is unique in its approach to ensure that our partners, licensed providers and public all are active participants in our continuing overall improvement.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

Policies and practices were revised for consistent enforcement and improved services to

child care programs regarding: 1) categories of serious non-compliances, 2) clarifying practices with request for license, issuance processes and the quality rating and improvement system, and 3) streamlining complaint investigations; specifically reducing the number of interviews conducted. Staff-child ratios for child care center-based programs were revised to reflect improved staffing with infants and also reflect the practices of children's groupings within the older age groups.